

EMS Instructor Training Program



National Standard Curriculum Student Guide



U.S. Department
of Transportation

National Highway
Traffic Safety
Administration



PRINT APPROVAL ABSTRACT

Emergency Medical Services Instructor Training Program:

National Standard Curriculum

NHTSA has assumed the responsibility for the development of training courses. In order for DOT curricula to meet the needs of the constituency it must serve, curricula must be accurate and current. Recognizing the lack of standardization and the limited background of EMS instructors, NHTSA produced in 1986 the first edition of its *Emergency Medical Service Instructor Training Program*. NHTSA has now completed a revision of the 1986 curriculum. The new curriculum focuses on strategies for teaching assessment based curricula and ensures that modern curriculum development and adult education principles are utilized.

We welcome your comments and suggestions. Please direct them to:

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The National Highway Traffic Safety Administration (NHTSA) has played a critical role in the establishment of national standards for improving the management and delivery of Emergency Medical Services (EMS) in the United States. Thanks to NHTSA's leadership, significant improvements in EMS legislation, funding, and State and local management have been made. One of NHTSA's most important contributions has been the establishment of national standards for training.

In this capacity, NHTSA assumes responsibility for both developing and revising training programs to insure they are responsive to the standards established by the Highway Safety Act of 1966 (amended). NHTSA also intends that these courses be of the highest quality, be based upon the most up-to-date technical information, and include proven, yet innovative, instructional strategies.

To this end, NHTSA supported the revision of the 1986 Instructor Training Program. In States where instructor certification is required, NHTSA is hopeful that this course will meet and exceed certification requirements.

The success of any course depends substantially on the caliber of the instructors delivering the training. This underlines the critical role the Instructor Training Program plays in the overall curriculum.

NHTSA wishes to thank Analysis & Technology, Inc. (A&T) for their coordination of this project.

NHTSA also acknowledges each individual in the Curriculum Development Group (CDG) for their invaluable assistance in the development and review of these materials. As representatives of prominent EMS organizations, the significance of the input from the following CDG participants cannot be underestimated:

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STUDENT GUIDE

Introduction

The *EMS Instructor Training Program: National Standard Curriculum* focuses on those skills necessary to successfully present any of the DOT NHTSA EMS courses. The course provides a solid foundation in learning theory, yet moves directly into hands-on application. With the emphasis on practical skill development, Instructor Trainees will complete the course with the confidence that they can successfully teach any course in the National Standard Curricula for which they are technically qualified.

The course is designed as a series of interactive lessons facilitated by an Instructor Trainer. Included throughout the course are group discussions, individual exercises, and scenario-based roleplays that allow participants to apply their developing instructor skills. The Instructor Guide contains the information needed to teach the course and the Course Guide contains information and materials necessary for course administration. The Student Guide completes the curriculum package.

Course Goals

At the completion of this course, the participants will be able to:

- Organize and prepare curriculum materials for presentation
- Effectively deliver each lesson contained in the curriculum, as measured by overall student performance on training objectives
- Prepare instructional aids which will increase the effectiveness of the training
- Ensure that all necessary equipment and materials necessary for student learning are present and operational
- Evaluate student performance and provide corrective feedback to improve subsequent performance
- Provide a mechanism for evaluating the training program's effectiveness
- Obtain the appropriate curriculum package developed by NHTSA

Specific objectives for each lesson in the Instructor Training course are listed in the Overview section at the beginning of each lesson.

STUDENT GUIDE

Course Topics

1. Introduction

- Introductory Remarks
- Lesson Objectives
- Course Schedule
- Administrative Details
- Course Objectives
- Course Expectations

2. Instructor Roles and Responsibilities

- Introduction to Various Roles
- Problem Students and Challenging Situations
- Positive, Constructive, and Corrective Feedback
- Team Teaching Guidelines
- Instructor Attributes

3. Legal Issues

- Harassment
- Discrimination
- Americans with Disabilities Act of 1992 (ADA)
- Confidentiality
- Negligence
- Occupational Health and Safety Act (OSHA)

4. The Adult Learner

- Learning Theory
- Characteristics of Adult Learners
- Learning Styles
- Skills for Success

5. Creating an Effective Learning Environment

- Assess Your Audience
- Assess the Physical Environment
- Room Setup
- Classroom Management

6. Objectives

- Overview of Training Design and Development
- Preparing to Teach Existing Curriculum
- Learning Objectives
- Learning Domains
- Writing Useful Objectives
- Getting Started—Determine Your Lesson Objectives

7. Evaluation

- Purposes of Evaluation
- Evaluation Instrument Development Principles
- Cognitive Test Item Development
- Affective and Psychomotor Test Item Development
- Getting Started—Create Your Evaluation Instrument(s)

8. Instructional Strategies and Methods

- Parts of Instruction
- Teaching Methods
- Getting Started—Decide on Your Methods
- Communication and Presentation Skills
- Questioning Techniques

9. Media

- Media Selection
- Instructional Value of Media
- Principles of Design
- Teaching Aids—Prepared and Spontaneous
- Getting Started—Create Your Own Teaching Aid(s)

10. Lesson Plan Development

- Overview
- Components
- Examples of Lesson Plans
- Getting Started—Develop Your Lesson Plan

STUDENT GUIDE

Putting It All Together—Final Presentations

- Final Presentations
- Peer/Instructor Feedback and Evaluation of Presentations
- Review of Course Objectives
- Course Evaluation

Overview of Course Activities

■ "Getting Started" and "Putting It All Together"

The overall strategy for this course is hands-on practice in preparing and presenting instructional materials. Thus, an evolving activity has been designed which culminates in the Final Presentations. Components of this evolving activity have been included in Lessons 6–10. Each component deals with an essential element of training delivery and is listed here:

- ▶ Getting Started—Determine Your Lesson Objectives
- ▶ Getting Started—Create Your Evaluation Instrument(s)
- ▶ Getting Started—Decide on Your Methods
- ▶ Getting Started—Design Your Own Teaching Aid(s)
- ▶ Getting Started—Develop Your Lesson Plan

Each "Getting Started" exercise has been designed to prepare Instructor Trainees to teach. As the final test of these newly acquired skills, students will deliver a half-hour lesson segment. These presentations are vital to the Instructor Training Course strategy and represent a substantial portion of overall course time.

■ Additional Activities and Exercises

In addition to the "Getting Started" activities, which are specifically designed to prepare students for the Final Presentations, exercises have been included whenever possible to help students apply what they have learned, to illustrate the material presented, and to promote an interactive learning environment.

Many activities are designed to give new instructors a chance to practice various aspects of instruction and public speaking. For example, the "reporter" for a small group must organize material and present it to the class. The "observer" of a skill demonstration must rate performance. Be aware that this practice is necessary to develop competence and assign the role to the more reticent students rather than letting the stronger members take over.

References (Appendix B)

Many references have been developed specifically for use during this course and, even more importantly, for use as Instructor Trainees begin to teach. They can be found in Appendix B, References, in both the Student and Instructor Guides. Please review these materials and use them whenever applicable throughout the course, such as during roleplays and for completing activities.

Student Evaluation

The EMS Instructor Training Course includes several means for assessing student achievement of objectives. The primary source for evaluation is the student's performance in developing and presenting a lesson plan, and a comprehensive presentation evaluation form has been provided in Appendix B for that purpose.

■ Informal Evaluation Opportunities

However, the quality of student participation in instructional activities, question and answer sessions, and class discussions should also be noted as part of the assessment process. Therefore, the instructor is encouraged to take advantage of informal evaluation opportunities throughout the course.

■ Additional Written Tests

Additional written tests may be developed by the Instructor Trainer to evaluate end-of-lesson or end-of-course objectives as deemed necessary. Each student must demonstrate attainment of knowledge and skills in each area taught in the course. It is the responsibility of the Instructor Trainer to assure that students attain proficiency in each topic area before they proceed to the next area.

■ Requirements for Course Completion

Student requirements for completing the course are as follows:

- ▶ **Skills.** Students must demonstrate skill proficiency as described in the lesson objectives
- ▶ **Knowledge.** Students must demonstrate content knowledge comprehension as described in the lesson objectives

STUDENT GUIDE

- ▶ **Attitude.** Students must demonstrate conscientiousness, interest, and enthusiasm in the course
- ▶ **Attendance.** Students should be required to attend all lessons. The Instructor Trainer should establish an attendance policy prior to course delivery and should communicate that policy to students during the first session. Attendance is required at all tests and evaluation sessions. At the discretion of the Instructor Trainer, special examination sessions may be provided for students who miss tests for valid reasons.

If, after counseling and remediation, a student fails to demonstrate competence in specific knowledge and skills, or to demonstrate an appropriate attitude, the student should not be permitted to pass the course. The level of knowledge and skills attained by a student in the classroom will be reflected in his or her performance on the job.

■ **Evaluation of Post-Instruction Performance**

Since the primary objective of the course is to develop the student's ability to teach EMS courses, the ultimate indication of program effectiveness is how well the student subsequently performs as a course instructor. Each state should develop a comprehensive program for evaluating competency.

If at all possible, the Instructor Trainer should plan to evaluate each student's performance as an instructor of a DOT/NHTSA EMS curriculum package. This can be accomplished in one of several ways, depending upon state or local practice. The Instructor Trainer could sit in as a reviewer on the first course for each new instructor. Or, s/he could volunteer to assist during initial training experiences. New instructors could be required to do some student teaching prior to being a lead instructor. An option at the local level is to confer certification after the instructor candidate successfully presents their first course.

■ **State-Specific Requirements**

Additional qualifications may be imposed by the State or area in which the curriculum is given. In the event that the curriculum is offered by a college or university and credits are given for successful completion, additional restrictions may apply. The Course Administrator should contact the State EMS office prior to conducting the Instructor Training Program to be certain that all requirements are met.

INTRODUCTION

1

- Introductory Remarks ◀
- Lesson Objectives ◀
- Course Materials ◀
- Administrative Details ◀
- Course Objectives ◀
- Course Expectations ◀

OVERVIEW



Suggested instructional time for this lesson: 1/2 hour

Introduction

This lesson opens the Instructor Training Program with welcoming remarks from the instructor(s) and/or course administrator, as well as student introductions. Depending upon local practice, a class roster may be circulated and initialed for registration purposes.

This lesson is intended as a learning experience for the Instructor Trainees. It provides a model for an appropriate way to open a course. The instructor will lead a guided discussion regarding the significance of each component of the introductory lesson.

Lesson Objectives

Through group discussion and question and answer sessions, the EMS instructor trainee will be able to:

- State the purpose and goals of the Instructor Training Program
- List the elements of an appropriate course introduction
- Explain the purpose and desired result of each element of the introduction

Lesson Materials

- Overhead projector and screen
- Flipchart and markers

Instructional Strategies

- Lecture
- Discussion
- Question and answer

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

I. Introductory Remarks

A. Registration

B. Welcoming remarks

ADDITIONAL INFORMATION

I. Introductory Remarks**A. Registration**

It is important that a member of the teaching staff greet students as they arrive. The teaching staff should determine in advance who will open the first session, the staff members who plan to attend, and what each person's responsibilities will be. As students arrive, say something like this, "Good morning, and welcome to the National Standard Curriculum: Instructor Training Program. My name is _____."

Whether the course administrator, the lead instructor, or the educational facility handles registration, it is important for the instructor to keep accurate attendance records. Obtain a list of those enrolled prior to the first class, and use it as a sign-in sheet. The premise here is that formal registration will have occurred prior to start time for the first session, and that the instructor is simply confirming attendance. Ask students to verify spelling and write their initials next to their name.

B. Welcoming remarks

As you circulate the class roster, you can begin the class. Start by giving the students a framework from which to view the coming program. In instructional jargon, that's known as an "advanced organizer." It helps students mentally prepare for what is ahead. Let them know the purpose of the course and something about how those goals will be accomplished.

For this course, the advanced organizer might sound something like this:

The purpose of the Instructor Training Program is to equip you, the Instructor Trainee, with the skills and tools you will need to conduct training effectively. You will be encouraged to participate in discussions and exercises that are designed to develop those skills. We will discuss the unique characteristics of adult students, and the theory that underlies a comprehensive instructional program. You will apply this theory as you walk through each step in the design, development, and delivery process, creating your own lesson plan as you go. By the end of our 40-hour course, you will actually teach your fellow trainees a portion of a lesson from the National Standard Curricula EMT-Basic Course. But before we go any further, let's take a moment to introduce ourselves.

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

C. Staff/student introductions

1. Activity 1.1—Icebreaker
2. Student motivation for attending

ADDITIONAL INFORMATION

C. Staff/student introductions

One essential component of a course opening is the introductions. After you have said hello and presented a brief overview of the course, the lead instructor or the course administrator should introduce everyone on the staff that is present. Introductions should include relevant information regarding credentials and experience. Student introductions can be accomplished through the use of the following activity.

1. Activity 1.1 – Icebreaker

Ask participants to write down their favorite hobby or activity (other than EMS), and to fold the piece of paper.

Collect participant responses. Place them in a box, hat, or other container.

Ask each participant to choose one piece of paper (and to let you know if they have chosen their own; every participant should have an activity that IS NOT their own).

Explain that each participant will introduce him or herself, describe their length and type of service, then talk for one and half minutes on the subject on the piece of paper.

Time participants. They will probably want to stop before time is up. Encourage them to keep going.

After the exercise, debrief. Ask participants what it was like to talk on an unfamiliar topic and what would have made the experience better.

2. Student motivation for attending

Student motivation is an important component to successful training. Find out such things as: Why are your students here? Is the training mandatory or voluntary? Are they excited about the subject matter? Are they full-time, paid EMS professionals, or are they volunteers who are attending training on their own time?

These are important questions to be answered at the beginning of a course since the answers could affect how you present material, and/or how much

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

II. Lesson Objectives

- State the purpose and goals of the Instructor Training Program
- List the elements of an appropriate course opening
- Explain the purpose and desired result of each part of the opening

III. Student Guide

- Course Overview
- Lessons 1-10
- Final Presentations
- Appendices

ADDITIONAL INFORMATION

material you cover. For example, if you have a highly motivated group, you may go through the course faster than anticipated. In this case, you should restructure the course to add more in-depth information, and/or to include more practical exercises.

If a group is unmotivated, find out why. Address the issues whenever possible. Enlist the students' support in making the course more fun and interesting. Control is important to adult learners. If you can persuade them that they influence what occurs, they may work with you instead of against you to create a more productive learning experience.

II. Lesson Objectives

Lesson objectives are presented at the beginning of each lesson in the Instructor Training Program. This gives you, the instructor, the opportunity to let the students know exactly what they should be focusing on during the lesson. Stating the objectives in the beginning of the lesson is another example of an advanced organizer.

In this course, it is suggested in the Instructor Notes that these objectives should be transcribed onto a flipchart page before class. However, it is just as effective to use a transparency for this purpose. You, as the instructor, should make the determination when you are preparing your materials before class. To increase student attentiveness, it is a good idea to switch between these instructional tools. The variety helps to sustain interest.

III. Student Guide

- Course Overview—this section, although directed to the Instructor Trainer, is included in the Student Guide for reference.
- Lessons 1-10
- Final Presentations—this section includes a description and the lessons from EMT-Basic that students will refer to for their Final Presentations.
- Appendices—refer to the Table of Contents for Appendix B, References. Take a moment to familiarize yourself with these resources.

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

IV. Administrative Matters

- A. Course Schedule
- B. Makeup policies
- C. Assign Final Presentation time slots
 - 1. Lesson assignments
 - 2. Activity description

ADDITIONAL INFORMATION

IV. Administrative Matters**A. Course Schedule**

The course schedule should be distributed and discussed.

B. Class makeup policies

Class makeup policies should be clearly delineated. If possible, provide students with a handout indicating policy. Let them know how they can contact staff members for assistance.

C. Assign Final Presentation time slots

It is important to the structure and flow of the Instructor Training Program to assign time slots for students to give their Final Presentations. One impartial, relatively hassle-free method to assign time slots is to draw from a hat.

1. Pre-course preparation

Prepare for this by noting the number of students in class. Review the description in the Final Presentations section. Then, make a copy of the table of contents provided and cut it up so that one lesson name appears on each page. If there are more people enrolled than lessons, these lessons can be split between two class members: Baseline Vital Signs and Sample History, Lifting and Moving Patients, and Initial Assessment.

2. Assignments

Put the lesson names into a hat and have students draw. They may trade among themselves if they like, but within a few minutes, read the list of lessons as presented in the table of contents and note the name of the student who drew each lesson. Have students present the lessons in sequence. This method prevents duplication of topics. Additionally, by the end of the training program, students will have seen a significant portion of the EMT-Basic Curriculum presented. Presenting in order will add a cohesive sense to the entire Final Presentation experience and will predetermine time slots based upon an impartial draw. Be sure to ask students to begin their resource and literature search right away. They should bring in all reference materials and props (if portable) as soon as possible.

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PARTICIPANT NOTES

LESSON PLAN

V. Facility Information

The following information should be made available to students during the opening session of the course:

- Location of restrooms
- Building information
- Exits
- Eating facilities
- Smoking policy/rooms
- Telephone and message procedure
- Emergency evacuation procedure
- Handicapped accessibility

ADDITIONAL INFORMATION

V. Facility Information

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

VI. Course Goals

A. Overview

B. List of goals

COURSE GOALS

- Organize and prepare materials for presentation
- Effectively deliver each lesson contained in a curriculum, as measured by overall student performance on training objectives
- Prepare instructional aids which will increase the effectiveness of the training
- Ensure that all necessary equipment and materials necessary for student learning are present and operational

Introduction

#1-1

COURSE GOALS (Continued)

- Evaluate student performance and provide corrective feedback to improve subsequent performance
- Provide a mechanism for evaluating the training program's effectiveness
- Obtain the appropriate curriculum package developed by NHTSA

Introduction

#1-1b

ADDITIONAL INFORMATION

VI. Course Goals**A. Overview**

The EMS Instructor Training Course is designed to provide students who are clinically competent in a specific content area with the instructional skills to deliver training effectively. It focuses on instructional preparation, presentation, and evaluation. Upon completion of the course, the student should be able to teach any of the curriculum packages in which they are clinically competent.

B. List of goals

At the beginning of a course or lesson, it is important to focus the attention of your audience by clearly stating the expected outcome(s) of the instruction. Use a prepared flipchart or transparency with the objectives listed as you mention each one.

Please note that the overhead sometimes lists the course goals but does not include the opening statement. For this course, the opening statement, or stem, of each course goal is as follows:

At the conclusion of the course, the student will, at a minimum, be able to:

Notice that the stem states *who* will attain the objectives: the student, and *when* the objectives will be attained. Please read the opening statement, included in the Instructor Notes column, as you go over the course goals.

Additionally, you should mention that more specific training objectives for each lesson are presented at the beginning of each lesson, and are included on the overview page in both the Instructor and Student Guide.

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

VII. Expectations

- A. Unspoken desires that can lead to disappointment
- B. Individual expectations
- C. Out-of-scope or unreasonable expectations
- D. The purpose of documenting and posting expectations

ADDITIONAL INFORMATION

VII. Expectations**A. Unspoken desires that can lead to disappointment**

Expectations are desires, often left unspoken, that when left unsatisfied result in disappointment. To avoid disappointing your students and to ensure that everyone is focused on attainable goals, it is wise to get expectations "out on the table." The process of identifying and clarifying personal desires is a valuable mental activity and increases the probability that goals will be fulfilled.

B. Individual expectations

Ask each student to state one skill or knowledge they believe they will develop or understand by attending this course. Be prepared to document responses.

C. Out-of-scope or unreasonable expectations

For this course, expectations will be stated and evaluated for relevance to course topics to determine if they are realistic. Out-of-scope expectations should be identified as such. If a student expresses an unreasonable goal, engage the student in an open dialogue to think of one that can be fulfilled within the constraints of this curriculum.

D. The purpose of documenting and posting expectations

Once you have documented expectations for each student, you have achieved several things. First of all, students are clear on what they hope to accomplish. You, the instructor, have a better feel for your audience. Also, you have documentation that you can refer back to at the end of the course. This will help to "close the circle" of instruction, confirming for participants that their time was well spent.

When you post the list on the wall, you make it clear that you take the students seriously. This gives them the sense that they will be able to influence the direction of the learning experience to best meet their own particular needs.

INTRODUCTION

PARTICIPANT NOTES

LESSON PLAN

- E. The connection between course goals, the lesson plan, and expectations

VIII. Summary

ADDITIONAL INFORMATION

E. The connection between course goals, the lesson plan, and expectations

After you post the list, be sure to tie the expectations directly to the previously established course goals. The expectations that have been identified emphasize those areas in which students feel a particular need, whether prompted by curiosity, concern, or lack of confidence. Each expectation should be addressed in the stated objectives, at either the course or lesson level.

VIII. Summary

In this lesson the Instructor Trainer modelled how to open a course, identified key elements of a course introduction, and led a guided discussion about why each is included. Lesson 1 consisted of student and instructor introductions, lesson objectives, scheduling requirements, facility information, and stating the course goals.

We also identified individual expectations for the course in order to facilitate the Instructor Trainees' personal growth and development. Particularly in the refinement of so-called "soft skills," personal expectations can reveal valuable data to the instructor, allowing for an adjustment in the priority and emphasis of course topics.

